

Marazion School

School Lane, Marazion, Cornwall TR17 0DG

Inspection dates

19–20 September 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the previous inspection, exceptional leadership and management have ensured a relentless drive to raise standards. As a result, pupils' achievement is greatly improved.
- Children in the Reception/Year 1 class make good progress from low starting points and continue to make progress across the school.
- The proportion of children reaching a good level of development by the end of the early years is rising steadily.
- By the end of key stage 2, pupils make good progress in reading and mathematics.
- Disadvantaged pupils do well at this school. They make good progress in key stage 2 in reading, mathematics and reading, writing and mathematics combined.
- The quality of teaching across the school is good. Teachers have very high expectations of their pupils. They are becoming skilled in checking and extending pupils' understanding of what they know, understand and are able to do. Teaching assistants also make a very significant contribution to pupils' learning.
- Pupils' spiritual, moral, social and cultural development is at the heart of the school's work.
- Pupils' attitudes to learning are excellent. They take great pride in their school and their behaviour is outstanding. They get on really well together and feel very safe in school, as a result of the high priority leaders place on ensuring pupils' safety and well-being.
- Leaders and governors have an outstanding strategic vision for the school and an accurate view of the school's strengths and areas for development.
- Teamwork and collaboration are essential elements in the school's approach, leading to considerable improvements since the last inspection. Governors ask challenging questions of leaders as well as supporting the school.
- There has been steady improvement in pupils' outcomes since the previous inspection. In 2017, the proportion of pupils in Year 6 reaching expected standards rose in reading, writing and mathematics. However, some pupils who are capable do not reach the higher standards in mathematics by the time they leave the school.
- The feedback pupils receive about their work helps them to improve. However, some most-able pupils do not routinely produce writing at a deeper level.

Full report

What does the school need to do to improve further?

- Leaders and governors should improve teaching and thus raise outcomes for all pupils by:
 - focusing closely on the impact of teaching on the progress and attainment of pupils
 - embedding the teaching of reasoning in mathematics, so that the opportunities for pupils to explain and articulate their reasoning are extended across the school
 - ensuring that teachers develop their use of feedback to ensure that pupils consistently produce high-quality writing.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher and leaders at all levels, including the governors, have created a vision of excellence, enjoyment and high expectations. The school's ethos, stated in the school motto, 'Bright futures start here', permeates school life. They have a strong ambition for continuing improvement and so consistently set high expectations for the pupils' achievement and the quality of teaching. There is a relentless pursuit of excellence from all staff and, consequently, an outstanding capacity for continuing improvement.
- The headteacher's passion and drive to improve the education and life chances of all pupils are evident in her actions. She is held in high esteem by pupils, parents, staff and governors alike. Parents say that the school is well led and managed. One parent's comment that the headteacher 'provides strong leadership, energy and enthusiasm' was typical of many.
- Since the last inspection, teaching has improved considerably. The school has made particularly effective use of regular and focused lesson observations. Feedback to staff is of a very high quality. This has resulted in leaders correctly identifying development opportunities for teachers and middle leaders.
- The headteacher is very adept at bringing out the best in senior and middle leaders through strong coaching, encouragement and professional development. She, along with strong support from external agencies, gives them the confidence to lead and challenge staff to raise standards in their areas of responsibility.
- Teachers, and other staff, are given opportunities to develop their work through the many training opportunities the school provides, with support from the local authority and a teaching school. These include regular visits to other schools to see good practice in action. As a result of the open culture of support that leaders have generated, teachers are totally committed to improving their practice. Teachers who are at an early point in their careers receive excellent support and challenge and so share this commitment.
- Leaders monitor the progress of pupils who have special educational needs and/or disabilities extremely well. They ensure that the additional funding to help these pupils is deployed very effectively. Consequently, these pupils make strong progress from their starting points because of the support they receive. Parents speak highly of the support they are given.
- Leaders and governors have a very accurate view of the school's effectiveness. They act very quickly to identify areas for development. Leaders and governors are clearly focused on raising the numbers of pupils who achieve at the highest levels in writing and mathematics. For example, in an effort to improve outcomes in mathematics, governors and leaders changed the way feedback is given to pupils in mathematics lessons. As a result, opportunities for pupils to reason in mathematics are increasing, so that more pupils are beginning to be able to talk about their reasoning at a deeper level. However, this is not yet consistent across the school.
- The additional funding for disadvantaged pupils is very well spent. Leaders have a

sound rationale for the allocation of funds and have accurately identified the barriers to learning for these pupils. Across the year groups, disadvantaged pupils currently in the school, including those who are among the most able, make good progress.

- The physical education and sport premium is used effectively. The school offers pupils many sporting activities and has won awards at local and national level in competitive sporting events. There are a wide range of extra-curricular clubs, including surf club and environmental clubs, which are well attended by pupils.
- The school prepares pupils very well to become responsible citizens in modern Britain. Pupils are confident that their voices will be heard and taken into account by leaders. The shared understanding of adults is that discrimination will not be tolerated. An example of this is 'Marazion manners', written by the pupils, which encourages all pupils to 'Be unique, show tolerance and respect for others. Fight for freedom of expression and equality. Challenge bullying, stereotyping and injustice.'
- The well-planned, wide-ranging curriculum provides pupils with a variety of learning opportunities, including in the artistic, musical and sporting spheres. Pupils respond well to events such as 'super learning days' where role models in the community work with them to raise their aspirations. The school has a 'brighter futures' culture which inspires pupils to acquire skills, knowledge and understanding in all aspects of their education.
- Very imaginative and creative use is made of the outdoor environment, including the beach and forest school activities. One parent commented, 'We are pleased that our children have so many opportunities to explore our unique location.' Provision for pupils' spiritual, moral, social and cultural development is a strength of the school, skilfully threaded through the curriculum.
- The school works well with Penwith Education Trust and the local authority to improve outcomes for pupils. Leaders at all levels are well supported in curriculum development, sharing expertise and motivating pupils to learn.

Governance of the school

- Governors are highly ambitious for the school and its pupils. They rigorously challenge school leaders about pupils' progress and outcomes. They pay particular attention to disadvantaged pupils' progress and so hold leaders stringently to account for the achievement of these pupils.
- Governors carry out their statutory duties very diligently as a result of the considerable amount of training they have undertaken. They visit the school regularly, including taking part in residential visits and listening to pupils read on a daily basis. Governors' regular monitoring activities include scrutiny of pupils' work, visiting lessons, safeguarding discussions and talking with pupils to seek their views on school life. Parents acknowledge that governors are, as one said, 'engaged and very active in the school'.
- Members of the strong governing body have an accurate understanding of the school's strengths and areas where development is needed. They rigorously assess the performance of staff and understand the school data in its various forms and compare it both locally and nationally.

Safeguarding

- The arrangements for safeguarding are effective. Everyone at the school knows that safeguarding is at the heart of their work. Very comprehensive and up-to-date training and detailed school policies mean that staff and governors know that safeguarding is everyone's responsibility. The school systems make sure that staff are recruited safely and the induction process emphasises the culture of safeguarding that the school promotes.
- Leaders are not afraid to challenge other professionals and parents to secure safe outcomes for children. Leaders and school staff know their pupils and their families extremely well in this small community school. Parents value the support they receive from the school staff.
- Governors' monitoring of the school's safeguarding work is exemplary. Safeguarding is a standing agenda item at all governors' meetings. The school works highly effectively with outside agencies, and with parents, to support pupils and their families.
- Pupils, parents and staff are all in agreement that pupils feel safe and are safe. Pupils are very clear that they know who to talk to if they have a worry or a concern and that an adult will quickly help them. Parents who responded to Parent View, Ofsted's online survey, strongly agree that their children are happy, safe and well looked after in school. Pupils have a very clear understanding of bullying but say that it does not happen in school. The school's e-safety curriculum helps to keep pupils safe online, and the school holds meetings for parents to encourage them to do the same.

Quality of teaching, learning and assessment

Good

- The quality of teaching is consistently good. As a result, all pupils, including disadvantaged pupils, make good progress in English and mathematics. Teachers have extremely high expectations for all pupils, who respond positively to the challenge. Pupils say they enjoy challenging themselves, particularly in mathematics lessons.
- Teachers are very skilled in using a range of questioning to probe pupils' understanding and develop their knowledge. Well-trained teaching assistants support teachers in extending the learning of different groups of pupils.
- Teachers assess pupils' progress in lessons and adapt their teaching quickly in the light of their findings. Pupils who are at risk of falling behind catch up quickly as a result and additional adults support pupils who need extra help in lessons.
- In response to lower-than-expected outcomes for pupils in mathematics, the school has changed the teaching of mathematics to give pupils more chances to really think about their reasoning and understanding of mathematics. As a result, pupils are beginning to reason more deeply about their mathematics work in key stage 2. However, while outcomes have improved, too few pupils reach higher standards in mathematics at the end of this key stage.
- Disadvantaged pupils make good progress in reading and mathematics because teaching supports them well. Tasks are well matched to their needs. A comprehensive reading programme has improved reading skills quickly.

- The teaching of phonics is very effective and enables pupils of all abilities to use their knowledge to help them read unfamiliar words. Results in the phonics check in Year 1 have improved considerably since the previous inspection and are now above national averages. No pupil enters key stage 2 without having passed the phonics check in Year 2.
- Guided reading supports older pupils with the skills of sight reading and comprehension. The school promotes a culture of reading, for example through rigorous checking that reading homework is completed for all year groups, particularly Year 6.
- Teaching assistants and other adults support pupils very effectively because they skilfully strike a balance between helping pupils and encouraging independence. They question pupils skilfully to deepen their learning.
- The skills and confidence that pupils gain from a wide and varied curriculum mean that pupils are very well prepared for the next stage of their education.
- Parents are overwhelmingly of the view that their children are making good progress and are well taught. Typical of the comments received are, 'The school has a brilliant learning system, especially with their outdoor learning' and 'Teaching standards are very high, with a wide variety of teaching methods.'

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are very confident and self-assured learners. They show enjoyment, perseverance and resilience. Their positive attitudes to learning have a strong impact on the progress they make. Pupils take great pride in themselves, their work and their school.
- Pupils discuss issues, such as how they learn and what is fair and not fair, in a thoughtful and considered way, demonstrating their respect for others and their points of view. One parent commented, 'The culture of learning and care is effectively balanced to ensure that my child receives exactly what she needs, while at the same time learning about the needs of others around her.'
- Pupils across all year groups demonstrate very positive attitudes to learning. They speak accurately and with enthusiasm about their work, particularly English, mathematics and outdoor learning. They are committed to improving their work and older pupils understand why their learning is important to fulfil their aspirations.
- Pupils, parents and staff feel strongly that pupils are safe, happy and well looked after at school. Parents say that the school develops their children's self-confidence, one parent commenting that her child's confidence has 'soared from a very shy, quiet child to a brave character not afraid to ask questions'.
- The excellent relationships between pupils and adults, and among pupils themselves, mean that pupils are confident that their views will be listened to. They say that they see no bullying in the playground and are sure that any incidents would be dealt with

firmly and swiftly by adults. The school's records confirm that this is the case.

- Parents greatly appreciate the effective advice, guidance and support they receive about how to help their children.
- The school's provision for spiritual, moral, social and cultural development is strongly threaded throughout the curriculum and in the 'Marazion manners' ethos. Pupils and parents relish the wider opportunities on offer, for example participation in a large range of musical, dramatic, sporting and outdoor events, as well as the many residential team-building visits, both locally and nationally.

Behaviour

- The behaviour of pupils is outstanding. Throughout the school, pupils live up to the very high expectations set for them by staff. Pupils behave extremely well in lessons and around the school, for example at breaktime, lunchtime and moving around the school when taking lessons outside.
- During lessons, pupils listen carefully, responding quickly to the instructions of adults and thoughtfully to the needs of other pupils. During the inspection, there was no disruption in lessons and occasions where pupils were distracted were rare. This is because the work their teachers give them is very interesting and matched well to pupils' interests and learning needs.
- Pupils take their responsibilities around the school very seriously, such as becoming a 'Class angel' to support the youngest children settle in when they start school. Pupils and parents who have joined the school say how welcome they have been made to feel by pupils and staff.
- Pupils enjoy and value their education. Their attendance is in line with national figures. Leaders and inclusion staff are deeply committed to helping disadvantaged pupils and pupils who have special educational needs and/or disabilities and their families overcome barriers to attendance. As a result, the attendance of those few pupils who are absent most often is improving.

Outcomes for pupils

Good

- Pupils at the school make good progress from a wide range of starting points, many typically below or well below those of pupils nationally. The progress pupils make by the end of key stage 2 in reading, writing and mathematics has improved.
- The progress of disadvantaged pupils is good. Pupils' work and school records show that disadvantaged pupils currently in the school are making good progress from their starting points.
- Pupils who have special educational needs and/or disabilities make strong progress as a consequence of the well-targeted support they are receiving.
- The proportions of pupils attaining the expected standard in each of reading, writing and mathematics at the end of key stage 2 are increasing. They are now broadly in line with the national average.
- At key stage 1, pupils' attainment has been rising over time. In 2017, the numbers of

pupils reaching the expected standards in reading, writing and mathematics were a considerable improvement on 2016 results. The numbers of pupils reaching the higher standards were also an improvement, particularly in writing. These results are in line with or above national expectations.

- Pupils enjoy reading. They read well relative to their age and development. The number of pupils reaching the expected standard in the Year 1 phonics check is above the national level, and over time has been rising consistently. By the end of Year 2, every pupil reached the expected level in this check.
- Children enter the early years with skills typically below those of children their age. Over time, the percentage of children who reach a good level of development has risen steadily. Children make good progress from their starting points. However, results in reading, writing and mathematics are below those in other areas of development.

Early years provision

Good

- Children make a good start to their education in the early years and they are well prepared for the learning they will experience in Year 1. Leaders of the early years are determinedly focused on improving the outcomes for all children.
- Most children enter the Reception class at a level below that typical of children their age. Over time, the proportion of children who reach a good level of development at the end of their early years is rising steadily.
- The quality of provision in the early years is very strong. Leaders, teachers and other adults know children's learning needs exceptionally well. Adults quickly identify those children who might need additional help and put in place support for them, which means they can catch up quickly. Children who have special educational needs and/or disabilities are well supported.
- Children in the early years show positive attitudes to learning and make good progress because teachers' careful planning has created interesting ways for them to explore their learning. For example, during the inspection, children visited a local wood to look for fairies where the trees had 'fairy doors' at their base. On their return, they made soups and potions that the fairies might like.
- In the delightful outdoor learning environment, there are activities for children to investigate which help them to develop the skills they need for successful learning across the curriculum, including opportunities to write and reason in mathematics. Children can select the resources they need for themselves, for example when children use the mud kitchen to investigate solids and liquids.
- As a result of learning opportunities that are well matched to their needs, different groups of children, including the most able and disadvantaged, are making good progress. Over time, the number of boys reaching a good level of development is rising to match that of girls.
- The number of children who reach, or exceed, the early learning goals in reading, writing and mathematics is increasing. However, leaders correctly identify that developments in these areas of learning need to be consolidated in order to raise children's attainment further.

- The positive behaviour of children and their strong relationships with adults around them demonstrate the confidence and safety they feel at school. Safeguarding is effective.
- Parents speak very highly of the warm, welcoming and inclusive transition their children make into the Reception class. They can contribute to the assessment of their children's learning through regular opportunities to come into the classroom to view their children's work and speak with staff.

School details

Unique reference number	111792
Local authority	Cornwall
Inspection number	10037074

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	The governing body
Chair	Caroline Peers
Headteacher	Jenny Rainbow
Telephone number	01736 710618
Website	www.marazion.cornwall.sch.uk/
Email address	head@marazion.cornwall.sch.uk
Date of previous inspection	13–14 October 2105

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Marazion Primary School is smaller than the average-sized primary school.
- The majority of pupils are of White British backgrounds. The proportion of pupils who speak English as an additional language is lower than the national average.
- The number of pupils supported by the pupil premium funding is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- The numbers of pupils who join the school at times other than normal transition is higher than the national average.
- There is a breakfast club run by the school.

- The school meets the current government floor standards which set the minimum standards for attainment and progress in 2016.

Information about this inspection

- Pupils' learning was observed in lessons, all jointly with the headteacher. The inspector visited a school assembly. A learning walk was also conducted with the headteacher. Some pupils' work was scrutinised. Many pupils were spoken to about their work during lessons and informally at breaktimes and around the school. The inspector listened to pupils read and discussed their reading habits with them.
- Discussions were held with the headteacher and other leaders, governors, two representatives of the local authority and a representative of the local teaching school currently supporting leaders to improve standards.
- The inspector took account of the 64 responses to the online questionnaire, Parent View, and the many comments received. Discussions were held with parents at the start of the school day.
- The inspector observed the school's work. She examined a range of documentation including information on pupils' attainment and progress, the school's improvement planning and self-evaluation, information on the management of teachers' performance and monitoring of teaching. Procedures for the safeguarding of pupils, including information relating to attendance, behaviour and the exclusion of pupils, were examined.

Inspection team

Julie Jane, lead inspector

Ofsted Inspector

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